

Lesson Plan – 1



Name of PGCITE Teacher-Student: Fiza Pathan

Subject: English

Grade: IBDP-1

Topic: Human Acts by Han Kang

Subtopic: Analysis of Biblical Allusions and Existentialist Themes

Date:

Content:

1. A Recapitulation Quiz on Human Acts, covered by Tapati Ma'am in previous classes, is being conducted through an online quiz game on the PGCITE Teacher-Student's website teaching portfolio.
2. Brief overview of the themes in 7 chapters and the biography of Han Kang, the Nobel Prize for Literature winner.
3. Explanation of Biblical Allusions (10 Biblical Allusions)
 - Resurrection and the Afterlife
 - Desecration of the Body/Body is Sacred
 - Martyrdom and Sacrifice
 - Crucifixion Imagery in Han Kang's Novel

- Remembering the dead as Witnesses
- Question of Theodicy
- Burial Practices of the Christians and the characters in the 1st chapter of Human Acts
- Forgiveness versus Justice
- Solidarity or Communion through Suffering
- Apocalyptic Imagery

4. Analysis of Existential Themes in Han Kang's novel Human Acts, drawing on the writings of Sartre, Albert Camus, and Nietzsche

(i) Sartre (Existence precedes Essence)

- What makes us human? (Dong-Ho's Question)
- Radical Freedom and Radical Responsibility
- Bad Faith versus authentic living
- Hell is other people
- Nausea and the Absurdity of the Human Physical Body

(ii) Albert Camus (The Absurd and Rebellion)

- The Universe is Indifferent/ Suffering is Absurd
- Rebellion as an act against the powers that be and the Absurd
- Solidarity through Communion with Suffering
- Rejection of any Divine Transcendence
- Allowing Sisyphus to be Happy

(iii) Nietzsche (Nihilism, The will to Power and Eternal Return)

- God is Dead/ Traditional Values have failed us
- Overman develops his own values (with a twist by Han Kang)
- The Will to Power (two types as seen in Human Acts)
- What does not kill us makes us stronger – maybe!
- Eternal Return of Dong-Ho, the Protestors, the martyrs, etc.

- Life Affirmation choices

5. Activity Sheet (to be completed during the class and then submitted to the PGCITE Teacher-Student)

6. Recap Quiz of Learned Concepts in an Online Game Format on the PGCITE Teacher-Student's Teaching Portfolio Website.

7. Additional information is provided to enhance the evaluative and analytical skills of IBDP students through book recommendations in English Literature, Theology, Global Perspectives, and History, as well as educational movies in English Literature, History, Sociology, and Global Perspectives.

Learning Objectives:

1. To review previously learned concepts related to the basics of Han Kang's novel Human Acts through an online quiz.

2. To encourage critical thinking among IBDP students about the connection between the existential themes and the Biblical allusions in Han Kang's Human Acts.

3. To encourage IBDP students to participate in TOK-related critical-thinking classroom discussions about the end-of-theme questions.

4. Encourage students to read more advanced books related to their IBDP English coursework to improve their literature essay writing skills.

5. To enhance students' vocabulary, primarily through the use of certain elaborate words or phrases such as Theodicy, Existence before Essence, Communion, Collective Solidarity, and Hell is other people.

Teacher Activity	Learner Activity
<p><u>Set Induction/Starter:</u> Recapitulation Quiz of previously learnt concepts through an Online Quiz Session.</p> <ol style="list-style-type: none"> 1. The Teacher-Student begins or displays the Online Quiz in class for students to solve orally and earn points. 2. The Teacher-Student reads the questions aloud to the students in the class to improve understanding. 3. The Teacher-Student solves or clarifies the doubts of the students when they give incorrect answers to the questions in the quiz. 	<ol style="list-style-type: none"> 1. The student takes the online quiz orally, and they receive points based on whether they have remembered previously studied content. 2. The student is an active participant in the online quiz. 3. The student highlights the key details of Han Kang's biography, as previously discussed in class. 4. The student compares the various texts that have been studied previously during the year with Han Kang's Human Acts.
<p><u>Procedure:</u></p>	

1. The Teacher-Student shows the students the PowerPoint in class on the topic at hand.

2. The Teacher-Student distributes the Activity Sheets to the students in an organized manner.

3. The Teacher-Student instructs students not to use their laptops during class and instead to focus on their activity sheet.

4. The Teacher-Student asks questions or prompts answers from her students about the biography of Han Kang.

5. The Teacher-Student combines the earlier texts studied throughout the year with the current novel for further textual comparison.

6. The Teacher-Student analyzes the various Biblical allusions in the novel Human Acts from the perspective of the IBDP curriculum for students.

7. The Teacher-Student outlines the 10 Biblical Allusions on the PowerPoint slide presentation for students to review.

8. The Teacher-Student serves as a resource for all books, movies, and theological concepts related to the theme of Biblical Allusions.

1. The students answer orally the questions asked during the online quiz session.

2. The students mentally revise previously learnt concepts through the online quiz session and the initial probing session of the lesson.

3. The students start solving their Activity Sheet question by question and topic by topic in tandem with the Teacher-Student.

4. The students act as active participants during the whole lesson, probing session by giving answers in the class and debating with the

9. The Teacher-Student encourages her students to participate in classroom discussions through comedy, subtle humor, and the use of elaborate public speaking techniques employed by the Redemptorists (Catholic priests dedicated solely to preaching).

10. The Teacher-Student encourages students to think critically about the role of Han Kang's characters in relation to the Biblical Allusions discussed earlier in the lesson, as reflected on their Activity Sheets.

11. The Teacher-Student asks the students questions about general knowledge related to topics connected to the subject at hand, such as their understanding of Identical Twin conception, Christian burial practices, and famous classic literary characters like Oliver Twist, Hercules, Leonard Mead (from 'The Pedestrian' by Ray Bradbury), and Robert Browning's 'The Patriot,' among others.

12. The teacher and students discuss new concepts related to their English HL and SL syllabi orally and through PowerPoint slides. These include examples such as the writings of Albert Camus, the legend of Sisyphus, images of the Crucifixion, and writings against theodicy.

13. The Teacher-Student emphasizes certain Biblical allusions more than others during her interactive, two-way explanation.

teacher on specific issues or doubtful points

5. The students formulate TOK-style answers to the TOK English questions in the Activity Worksheet related to Han Kang's novel Human Acts.

6. The students integrate their knowledge of previously learnt texts with Han Kang's Human Acts through the oral questioning session, the continuous probing procedure, and through the questions in the Activity Sheet.

7. The students generate new ideas related to how themes like

14. The Teacher-Student, through persuasive speaking, convinces her students of certain Existential themes and their overarching goals in the novel Human Acts, as opposed to Biblical Allusions. For example, she emphasizes that Rebellion represents the height of freedom from authority and the Absurd, as depicted in Albert Camus's Existential writings.

15. The Teacher-Student highlights certain existential themes using yellow and gray highlighters on the PowerPoint slides.

16. The Teacher-Student instructs her students to complete all questions on the Activity Sheet she has provided, one at a time.

17. The Teacher-Student observes the students as they work through critical-thinking questions in their Activity Sheet, especially TOK questions.

18. The Teacher-Students integrate the ideas and themes of the three existentialist philosophers into Han Kang's major themes in the novel Human Acts.

19. The Teacher-Student attributes her knowledge to the books she has read over 36 years, especially in the past 15 years.

martyrdom, the collective, and witnessing can seem from their point of view as new age Gen-Z or Gen-Alpha individuals.

8. The students develop their ideas about the existential themes further by recounting the Biblical Allusions related to the same, either orally or in the Activity Sheet.

9. The students debate with the Teacher-Student in a harmonious manner about certain controversial concepts. Example: Karl Rahner's Thomism, the existence before essence idea present in the

20. The Teacher-Student critiques those theologians and philosophers who oppose the existential theme of the death of traditional values, using the visual example of the conception of identical twins from a single zygote.

21. The Teacher-Student, through a role-play analysis with certain students in the class, addresses the Wade and Roe issue affecting America—obviously with the help of her intelligent and sincere IBDP students.

22. The Teacher-Student tests students' knowledge of Disney movies with existentialist themes similar to those in Han Kang's novel. Examples include Hercules and The Lion King.

23. The Teacher-Student explores the idea that forgiveness is the opposite of justice through a flowchart explanation and a probing session with her students.

24. The Teacher-Student reviews the new concepts learned that day in class through an online quiz on her portfolio website.

25. The Teacher-Student collects the Activity Sheets from the students for corrections.

Disney movie Hercules, how Han Kang twists the Overman theme of Nietzsche, etc.

10. The students compare the novel The God of Small Things by Arundhati Roy and Han Kang's Human Acts based on the central theme of obsession with the gross physicality of bodies.

11. The students read the information provided on the board by the Teacher-Student to gain practical knowledge about the important topics being discussed.

12. The students justify their ideas

about the decline of traditional values based on Nietzsche during the brief role play, especially in relation to the concept of identical twins and the regeneration of certain organisms and their body parts. Example: Hydras and Planaria.

13. The students think carefully before solving the questions on the Activity Sheet or answering during the online quiz game.

14. The students evaluate their understanding of previously studied texts like The God of Small Things, Red Oleanders, and The Visit.

15. The students realize that among all the texts they need to study for their exam, the most unique one is the play titled The Visit.

16. The students retell in their own words the basic concept flowchart of themes related to Han Kang's Human Acts.

17. The students explain the Biblical themes and the existential themes learned that day during the course of the lesson.

18. The students quote lines from the novel Human Acts, especially from the first two

	<p>chapters discussed in class earlier.</p> <p>19. The students absorb the information provided by the teacher during the lesson either through their notes or through their various MIs.</p> <p>20. The students select the correct answers from the 4 options given to every question during the two quiz sessions, one before and one after the class.</p>
<p><u>Assessment:</u></p> <p>The Teacher-Student assesses whether IBDP students remember their work through an interactive, lively online quiz game and by correcting the Activity Sheet they completed during the lesson.</p>	<p>1. The students answer or solve the Activity Sheet given in class by the teacher.</p> <p>2. The students orally answer the questions asked during the online recapitulation</p>

	<p>quiz game at the end of class.</p> <p>3. The students repeat the answers they provided earlier in class regarding the Biblical allusions and existential themes of Han Kang’s Human Acts.</p> <p>4. The students solve a quiz with decorum.</p>
<p><u>Assignment:</u></p> <p>1. Activity Sheet (individual)</p> <p>2. Online Quiz (collective)</p>	
<p><u>Plenary:</u></p> <p>1. The Teacher-Student revises the new concepts with her students at the end of the lesson through an online quiz on her website, teaching portfolio fizapathansportfolioforpgcite.com.</p> <p>2. She divides the class into two groups and then begins the online quiz and keeps score.</p> <p>3. She evaluates through the plenary activity whether the students have</p>	<p>1. The students solve the online quiz interactively, but orally.</p> <p>2. The students recall previously learnt concepts during the class that day.</p>

grasped what she taught that day or not.

4. The Teacher-Student calls out the score at the end of the online quiz in the class.
5. The Teacher-Student directs the whole procedure of the online quiz and manages class management in the class.
6. The Teacher-Student clarifies any doubts that the students still have.

3. The students debate with one another jovially about the correct answers shown on the screen

4. The students read the extra information provided by the online quiz after each answer is given or selected.

5. The students recognize earlier concepts they had learned previously with the PGCITE Teacher-Student in the class.

6. The students integrate the content they learned that day with the PGCITE teacher while solving the online quiz.

7. The students develop their

	social skills while solving the online quiz and create a fun-filled bonhomie in the class.
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Learner Profile:

- ✓ Inquirers
- ✓ Communicators
- ✓ Knowledgeable
- ✓ Principled
- ✓ Thinkers
- ✓ Reflective

All applicable!

Differentiation:

1. Independent Projects:

- The Activity Sheet

2. Flexible Grouping:

- During the Set Induction Online Quiz
- During the Plenary Online Quiz Game

3. Varying Questions:

- Yes – plenty through probing
- Covered all the levels of Bloom's Taxonomy adequately
- Covered all the MIs of the students

Seating Arrangement Plan:

The seating arrangement was not disturbed because they were senior students in grade IBDP-1, and it was not required.

International Mindedness:

- The Teacher-Student taught the values of empathy
- Inclusiveness
- Selflessness over Selfishness
- The value of deductive reasoning (especially for Existential Themes)
- Collective Solidarity in times of trouble
- Patriotism
- To create a war-free and violence-free world where no innocent people have to be killed.
- Created empowerment (especially related to those who are voiceless and are discriminated against in society by the powers that be)
- Inter-religious harmony

ATL Skills:

- ✓ Thinking
- ✓ Communication
- ✓ Self-Management
- ✓ Social Skills

All applicable except Research Skills. All the former skills were displayed.

Transdisciplinary Approach:

The following subjects were also discussed during the lesson on Han Kang's novel Human Acts:

1. History:

- Early Church History
- Biblical History
- The Gandhian Phase of the Indian National Freedom Movement
- The Holocaust

2. Biology:

- The Development of a Zygote in Fraternal and Identical Twins
- The Regeneration of a Hydra or a Planaria Flatworm

3. Philosophy:

- Sartre
- Albert Camus
- Nietzsche
- Their works include Nausea, The Rebel, The Myth of Sisyphus, etc.
- Basic Existentialism

- Thomism as per the teachings of the Catholic Theologian Karl Rahner

4. Religious Studies:

- Basic Christology (from the perspective of Catholicism and Orientalism)
- The writings of St. Thomas Aquinas and Aristotle (indirectly)
- Writings and teachings of the Catholic theologian extraordinaire Karl Rahner
- Ecclesial Theology (Communion, Solidarity, and Suffering section)

5. Media and Communication:

- Disney movie analysis of biblical allusions and existential themes. Examples include Hercules and The Lion King.
- Movie Analysis of:

(i) Gandhi

(ii) Oliver Twist

(iii) Gangubai Kathiawadi

(iv) Jesus of Nazareth

6. Comparative Literary Analysis of Previously Studied Texts:

- The God of Small Things by Arundhati Roy
- The Visit by Friedrich Dürrenmatt

- Red Oleanders by Rabindranath Tagore

Resources:

Books (ONLY):

1. Han, Kang. Human Acts. Translated by Deborah Smith, Portobello Books, 2016. [UK edition]
2. Han, Kang. Human Acts. Translated by Deborah Smith, Hogarth, 2016. [US edition]
3. Camus, Albert. The Myth of Sisyphus and Other Essays. Translated by Justin O'Brien, Vintage Books, 1991.
4. Camus, Albert. The Rebel: An Essay on Man in Revolt. Translated by Anthony Bower, Vintage International, 1991
5. Shin, Gi-Wook and Paul Y. Chang. "The Politics of Nationalism in South Korea." In Routledge Handbook of Korean Culture and Society, edited by Michael J. Seth, Routledge, 2014, pp. 37-50
6. Nietzsche, Friedrich. Thus Spoke Zarathustra. Translated by Walter Kaufmann, Penguin Classics, 1978.
7. Nietzsche, Friedrich. Beyond Good and Evil. Translated by Walter Kaufmann, Vintage Books, 1989

8. Nietzsche, Friedrich. *The Gay Science*. Translated by Walter Kaufmann, Vintage Books, 1974
9. Sartre, Jean-Paul. *Being and Nothingness*. Translated by Hazel E. Barnes, Washington Square Press, 1992
10. Sartre, Jean-Paul. *Existentialism Is a Humanism*. Translated by Carol Macomber, Yale University Press, 2007
11. Sartre, Jean-Paul. *Nausea*. Translated by Lloyd Alexander, New Directions, 2007
12. Kaufmann, Walter. *Existentialism from Dostoevsky to Sartre*. Meridian Books, 1975
13. Flynn, Thomas R. *Existentialism: A Very Short Introduction*. Oxford University Press, 2006
14. *The Bible*. New Revised Standard Version, Oxford University Press, 1989
15. Jasper, David, editor. *The Bible and Literature: A Reader*. Blackwell Publishers, 1999
16. Jeffrey, David Lyle, editor. *A Dictionary of Biblical Tradition in English Literature*. Wm. B. Eerdmans Publishing, 1992
17. Felman, Shoshana, and Dori Laub. *Testimony: Crises of Witnessing in Literature, Psychoanalysis, and History*. Routledge, 1992
18. Tal, Kali. *Worlds of Hurt: Reading the Literatures of Trauma*. Cambridge University Press, 1996
19. Van Der Kolk, Bessel. *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. Viking, 2014
20. Herman, David, editor. *The Cambridge Companion to Narrative*. Cambridge University Press, 2007

21. Bal, Mieke. *Narratology: Introduction to the Theory of Narrative*. 4th ed., University of Toronto Press, 2017
22. Weiss, Gail. *Body Images: Embodiment as Intercorporeality*. Routledge, 1999
23. Roy, Arundhati. *The God of Small Things*. Random House, 1997
24. Tagore, Rabindranath. *Red Oleanders*. Translated by Rabindranath Tagore, Macmillan, 1924
25. Dürrenmatt, Friedrich. *The Visit*. Translated by Patrick Bowles, Grove Press, 1962
26. Seth, Michael J., editor. *Routledge Handbook of Modern Korean Literature*. Routledge, 2015

Fiza Pathan's Accessibility for these resources:

1. Her private library and personal collection (currently includes over 4,500 physical books).
2. Project MUSE (from her MTS College Library at Pontifex University, Atlanta, Georgia)
3. JSTOR (From her MTS College Library at Pontifex University, Atlanta, Georgia)
4. American Center Mumbai (formerly known as Dosti House or American Library at the American Embassy in Bandra East)
5. Maharashtra Mitra Mandal Library or The MCubed Library (Bandra West)

Reflections –

(Comment on how things went and what could be improved)